

Research Methods II

Rhode Island College, Spring 2014

Section 404-02

Tuesdays and Thursdays 4:00-5:50 PM, Gaige 168

Prerequisite: Soc 302, Pol 300, or consent of instructor; Mathematics general education requirement

Instructor Information

Mikaila Mariel Lemonik Arthur

marthur@ric.edu (preferred) 401. 456. 8681

Office: Craig Lee Hall room 451

Open Office Hours: Tuesdays and Thursdays 2:30-3:30, after class most days, or by appointment

This course uses Blackboard.

Course Description

This course is a continuation of Research Methods I. This semester, we will shift our focus from the design of research and the collection of data to the analysis and presentation of data. We will spend time on both qualitative and quantitative analytical strategies, with a particular focus on the use of computer technology in data analysis. Students will gain skills including the use of SPSS statistical processing software to conduct data analysis, the use and management of large datasets, the construction and analysis of tables, and the analysis and description of qualitative data.

Course Materials

Morgan *et al.* 2012. *IBM SPSS for Introductory Statistics*, 5th edition. Routledge. List price \$45. ISBN 978-1-84872-982-7. Available for less online and in used editions; e-book edition available at <http://www.ebookstore.tandf.co.uk/>

Flash drive, which you must bring to class every class session.

Computer-compatible headphones, which you must bring to class every session.

OPTIONAL: This course requires homework and paper assignments to be completed using the SPSS software. You can access SPSS for free in the on-campus computer labs (in the past, SPSS has not been available in the library). However, if you do not have time in your schedule to do your work on campus, or if you'd prefer to work at home, I would encourage you to rent the SPSS software for your home computer. You can do this at <http://www.onthehub.com> for as little as \$42 (for a 6-month license; Mac & PC versions available).

Additional readings and datasets will be distributed electronically; students must validate their RIC IDs at the library ASAP and ensure that they have access to the Blackboard system

NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE.

Course Requirements

This course incorporates a variety of ways for you to demonstrate your engagement, learning, and competency regarding the course material. You will have some flexibility in choosing how and where to deploy your efforts; if you were to successfully complete all possible course assignments, you could earn 110+ points (the cutoff for an A grade being roughly 95 points).

1. **PARTICIPATION & ATTENDANCE.** You are expected to come on time for every class meeting; excessive absences will severely imperil your ability to succeed in this course. There is a participation rubric available in Blackboard that will be used to assess this portion of the grade. Remember that there are very few stupid questions, but that all questions and comments should be made in a spirit of respect for other students and their contributions to the class. **(5 points)**
2. **LABS & EXERCISES.** Throughout the semester, there will be various in-class exercises and out-of-class homework assignments. These may include group activities, short writing assignments, in-class quizzes, Blackboard quizzes, and exercises using the Dedoose or SPSS software. Some assignments will be posted only in Blackboard and not announced in the syllabus, so please be sure to keep track of them there. If you will not be able to use the SPSS software at home, please be sure to schedule time to come to campus to complete your homework. These assignments, with exceptions that will be noted, cannot be made up. **(1-3 points each)**
3. **MIDTERM QUALITATIVE RESEARCH EXERCISE.** The first portion of the course will be spent studying qualitative analytical strategies. At the end of this portion of the course, you will complete an exercise and short paper in which you develop a research question, perform your own qualitative analysis, and present the results. **(20 points)**
4. **FINAL QUANTITATIVE RESEARCH PAPER.** You will write a final research paper on the model of a sociological journal article. This paper will require you to identify a theory to be tested, conduct a short literature review on the topic, perform a quantitative analysis using a pre-existing data set, and explain your results. **(20 points)**
5. **FINAL EXAM.** There will be an open-book and open-notes final exam during the regular exam period. Scheduling arrangements are TBA. The exam will test your ability to create and analyze quantitative research results as well as your knowledge of the terms and concepts we will have covered during the semester. **(20 points)**
6. **READING & VIEWING.** You are expected to complete all assigned course readings prior to the date for which they are assigned. Remember that normal expectations for a college course are that you should do two to three hours of work outside class for every one hour in class—since you are spending four hours a week in this class, that means you should expect to work on reading, writing, video viewing, homework assignments, and studying for this class for eight or more hours a week outside of class. While reading & videos do not count for a separate percentage of your grade, students who do not complete the reading **or watch the videos** will find that they are not able complete assigned work satisfactorily. You are additionally encouraged to complete the study questions at the end of each chapter of the Morgan text.

Course Schedule

Readings and assignments are due on the *first day* under which they are listed, unless a specific alternative date and time are given. Readings are available electronically unless they come from the Morgan text. Videos are available via Blackboard. We will devote class time to any assignments indicated with the symbol ☞, but you may still need to finish them on your own, especially if you've missed class.

Tuesday, January 21	First Day of Class
Thursday, January 23	Introduction to Data Analysis <ul style="list-style-type: none">◆ Dedoose, "Intro to Qualitative & Mixed Methods Research"◆ Pearce, "Mixed Methods Inquiry in Sociology," <i>ABS</i> 56: 829-48◆ Getting to Know You Survey due January 24 by 9 am
Tuesday, January 28	Introduction to Qualitative Research <ul style="list-style-type: none">◆ Methods I review quiz due by 3:30 pm today◆ Marvasti, "What is Qualitative Research?" <i>Qualitative Research in Sociology</i> pp. 1-13◆ Marvasti, "Data Analysis" <i>Qualitative Research in Sociology</i> pp. 81-118☞ Qualitative data survey due by 6 pm today
Thursday, January 30	Introduction to Data Analysis with Dedoose <ul style="list-style-type: none">◆ Dedoose, "Common Terms"◆ Dedoose, "Quick Start Guide"◆ Dedoose, "Getting Started"◆ Video: "Intro to Qualitative & Mixed Methods Research"<i>February 3 is the Drop/Add deadline</i>
Tuesday, February 4	Coding <ul style="list-style-type: none">◆ Saldaña, "An Introduction to Codes and Coding"◆ Video: "Code Setup"◆ Video: "Document Excerpting"◆ Dedoose, "Tag Tree"◆ Dedoose, "Tagging"
Thursday, February 6	More on Coding <ul style="list-style-type: none">◆ Video: "Document Set"◆ Dedoose, "Documents"◆ Transcription assignment due by 3:30 pm today☞ Coding test due by 9 am February 7
Tuesday, February 11	Qualitative Analysis <ul style="list-style-type: none">◆ Video: "Analysis"◆ Video: "Descriptors"◆ Dedoose, "Analyze"◆ Dedoose, "Descriptors"☞ In-class analysis practice due by end of class today

Thursday, February 13

Practicing Analysis

- ◆ Berg, Excerpts from *Qualitative Research Methods for the Social Sciences*
- ◆ Miles & Huberman, “Making Good Sense” from *Qualitative Data Analysis*, pp. 245-87
- ☞ Qualitative Practice Lab Assignment due by 9 am February 17

Tuesday, February 18

Writing the Qualitative Paper

- ◆ Marvasti, “Writing” *Qualitative Research in Sociology* pp. 119-32
- ◆ Oregon State Sociology Writing Guide, pp. 46-72 ONLY
- ◆ Select texts for your paper by the end of the day today

Thursday, February 20

Summing Up Qualitative Approaches

- ◆ Trautner, Mary. “Tort Reform and Access to Justice,” *Qualitative Sociology* 34: 523-38
- ◆ Quiz on the Trautner article due by 3:30 pm today
- ☞ Set up access for me to your paper workspace in Dedoose

Tuesday, February 25

Introduction to Quantitative Approaches

- ◆ **Morgan**, “Variables, Research Problems, & Questions,” (1-14)
- ◆ **Morgan**, “Getting Started,” (207-2012 ONLY)
- ◆ **Morgan**, “Data Coding, Entry, and Checking,” (15-36)
- ◆ Video: “Intro to SPSS”
- ◆ Video: “Importing & Editing Data in SPSS”
- ☞ SPSS & datasets exploration assignment due March 3 at 9 am

Thursday, February 27

Descriptive Statistics

- ◆ **Morgan**, “Measurement & Descriptive Statistics” (37-53)
- ◆ **Morgan**, “Understanding your Data...” (54-73)
- ◆ Video: “Understanding Descriptive Statistics”
- ◆ Video: “Descriptive Statistics in SPSS”
- ◆ Video: “Graphs in SPSS”
- ◆ **Qualitative Paper due** February 28 at 9 AM
- ☞ Descriptive Statistics Lab due March 7 by 9 am

Tuesday, March 4

Introduction to Explanatory Statistics

- ◆ **Morgan**, “Interpreting the Results...” (99-109)
- ◆ Video: “Statistical Significance”
- ◆ Video: “Crosstabs in SPSS”
- ◆ Johnson, “Inferential Statistics” from *Educational Research*
- ☞ Crosstabs lab due March 19 at 9 am

Thursday, March 6

Testing Relationships

- ◆ Video: “Multivariate Crosstabs in SPSS”
- ◆ Wagner, “Cross-Tabulation” from *Using IBM SPSS Statistics* (80-84)
- ◆ Variables assignment due by March 7 at 9 am

Tuesday, March 11
Thursday, March 13

NO CLASS: Spring Break

Tuesday, March 18

Measures of Association

- ◆ **Morgan**, “Cross-tabulation...” (136-48)
- ◆ Video: “Measures of Association”
- ◆ Video: “Measures of Association in SPSS”
- ☞ Association lab due March 24 at 9 am

Thursday, March 20

Association & Correlation

- ◆ **Morgan**, “Bivariate Pearson & Spearman Correlations” (155-60)
- ◆ Partial Correlation Handout
- ◆ Video: “Correlation & Pearson’s R in SPSS”
- ◆ Video: “Partial Correlation in SPSS”
- ◆ Hypothesis assignment due today by 3:30 pm
- ☞ Correlation lab due March 28 by 9 am

Tuesday, March 25

Introduction to the Final Paper/SPSS Lab Time

- ◆ **Morgan**, “Writing Research Problems and Questions” (217-20)
- ◆ Video: “Making Tables in Microsoft Word”

Thursday, March 27

Data Management

- ◆ **Morgan**, “Getting Started,” (212-216 ONLY)
- ◆ **Morgan**, “Data File Management,” (74-90)
- ◆ Video: “Sorting and Selecting Data in SPSS”
- ☞ Data manipulation lab due April 7 at 9 am
- March 29th is the Withdrawal Deadline*

Tuesday, April 1

Data Manipulation

- ◆ Video: “Changing Variables in SPSS”
- ◆ Video: “Making an Index in SPSS”

Thursday, April 3

Introduction to Regression

- ◆ **Morgan**, “Correlation & Regression” (149-70)
- ◆ Video: “Scatterplots & Basic Regression in SPSS”
- ☞ Regression lab 1 due April 11 at 9 am

Tuesday, April 8

Regression

- ◆ Marsh, “Causal Explanations,” From *Exploring Data* (235-53)
- ◆ Video: “Bivariate Regression in SPSS”
- ◆ Video: “Multivariate Regression in SPSS”

- Thursday, April 10
- Complex Regression**
- ◆ Morgan, “Comparing Two Groups...” (171-77; 179-82)
 - ◆ Video: “T-Tests in SPSS”
 - ◆ Video: “Creating Dummy Variables in SPSS”
 - ◆ Video: “Regression with Dummy Variables in SPSS”
 - ☞ Regression lab 2 due April 18 at 9 am
 - ◆ Paper proposal due today in class
- Tuesday, April 15
- No Class Meeting: Online Class**
- ◆ Video: “The Joy of Stats”
 - ◆ Joy of Stats assignment due April 17 by 3:30 pm
- Thursday, April 17
- Understanding & Interpreting Research Results**
- ◆ Interpretation Quick Guide
 - ◆ Mastekaasa, “Is Marriage/Cohabitation Beneficial for Young People?” *Journal of Community & Applied Social Psychology* 16: 149-65
 - ◆ Quiz on the Mastekaasa article due by 3:30 pm today
- Tuesday, April 22
- Writing the Research Report/ Review of SPSS Techniques**
- ◆ Review SPSS Procedures Quick Guide, prior labs, & exam review sheet and come to class with questions
 - ◆ Oregon State Sociology Writing Guide, pp. 1-33 and 70-72
 - ◆ Klass, “Tabulating the Display & Writing about the Numbers.” *Just Plain Data Analysis* 61-78
- Thursday, April 24
- Paper Work Time**
- ◆ Paper template & conferences with me due no later than today
 - ☞ Slides for presentation due by 7 pm tonight
- Tuesday, April 29
- Quantitative Papers Due** by 9 am on Wednesday, April 30
- ◆ In-class Presentations today
- Thursday, May 1
- Final Class/Exam Review**
- ☞ Make-up Lab due May 2 at noon
 - ◆ ASA, “Sociology Majors: Before Graduation in 2012”
- Final exam scheduling TBA

Course Policies

Academic Honesty

All students enrolling in this course are expected to abide by the Rhode Island College guidelines on academic honesty, which can be located in the Student Handbook and other official documents. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing written work, including copying some or all of your work from a book, a website, or another student's paper. Think about how you would feel if someone passed off your hard work as their own.
- Using sources without proper attribution. Remember that all claims in a paper that did not spring fully formed from your own head need attribution, regardless of whether or not they are paraphrased, and all direct quotes should appear in quotation marks. If you are unsure how to document sources, please see me or reference the sociology department term paper guide, available at <http://www.ric.edu/sociology/termpaperguide.php>.
- Turning in work completed for other classes without prior permission.
- Working together with another student on an assignment, or seeking assistance with the content of your work from professionals, parents, or peers, without prior permission. (The exception to this policy is proofreading or use of OASIS/writing center services.)
- Copying off of another student or off of materials you have brought without permission during an exam. This includes text messaging and use of the internet during exams.
- Destroying course materials or otherwise preventing other students from achieving fully in this course.
- Fabricating data or analysis.

You should be aware that I have caught many students who have engaged in academic dishonesty. Cheating successfully is often harder than you think, and you might as well just put your effort into doing the assignment legitimately. The penalties for academic dishonesty are severe, and include receiving a 0 on the assignment for the first minor offense, receiving an F for the class for a repeated offense, and report to the Vice President for Academic Affairs at RIC. If you feel the urge to engage in academic dishonesty, stop and think about what you are doing, and then come see me so we can work out a plan together to ensure your success in the course.

Extensions, Absences, and Attendance

You are expected to attend class regularly. While I am aware that emergencies do come up and that this class is not the only priority in your life, you should know that this is a challenging and fast-paced course and that you are likely to fall behind if you miss class. It is your responsibility to get notes from a classmate (I do not provide notes to students), to seek tutoring assistance from OASIS if necessary, and to meet with me to clarify what you have missed. If you must be late to a class or if you must leave early, be sure not to disturb other students with your comings and goings. Be aware that repeated absences, even if excused, may imperil your ability to do well in the course, and that you cannot earn participation points if you are not present. Because of the type and quantity of material covered in this course, absences will put you at an extreme disadvantage.

All assignments are due in class at the start of class unless otherwise noted, and if you skip class to finish your work or work on late assignments during class time that will be counted against you. All assignments in this course should be submitted via Blackboard unless otherwise noted and they must be submitted in *.rtf, *.doc, *.docx, *.pdf, or *.html format (try "Save As" to select one of

these formats). If I do not receive it or cannot open it, it does not count as having been submitted. If unavoidable circumstances require you to seek an extension on your work, I am generally open to providing one. However, you will need to request the extension via email at least 24 hours prior to the due date unless the extension is due to a major emergency (health crisis, death in the family, etc.) – so plan ahead.

Course Technology

Students are expected to check their RIC email addresses frequently, at a minimum twice a week before each class meeting. If you primarily use another email account, I would suggest you arrange for your RIC email to be forwarded, as I do use email to disseminate important information about the course. Students are also responsible for being able to access the Blackboard site for this course, as crucial documents and information will be made available only there. If you are not able to access email or Blackboard, you should seek assistance from User Support Services (<http://www.ric.edu/uss/> or 456-8803) right away so that you do not fall behind in the course.

Students with Disabilities

If you have a disability that might interfere with your ability to perform at your best in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. All reasonable accommodations will be made. Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at <http://www.ric.edu/disabilityservices/>.

Supplemental Services

Writing Center: <http://www.ric.edu/writingcenter/>

OASIS (tutoring, academic support, time management, ESL, etc.): <http://www.ric.edu/oasis>

→ Our OASIS tutor is Corey Parker: email him at cparker_8253@email.ric.edu

Counseling Center (confidential & free services): <http://www.ric.edu/counselingctr/>

Course Learning Outcomes

This course is designed to meet these learning outcomes of the Sociology and Justice Studies programs:

- ♦ An understanding of the relations between theory and research;
- ♦ An appreciation of the research process;
- ♦ An ability to do sociological research;
- ♦ An ability to articulate sociological analyses in oral and written form;
- ♦ An understanding of statistical methods in social research as well as an ability to use computers appropriately in sociological work;
- ♦ To emphasize the relevance of literature and research to practice in the field.

For more information on program learning goals, see <http://www.ric.edu/sociology/degreeList.php> and <http://www.ric.edu/sociology/programSTD.php>.